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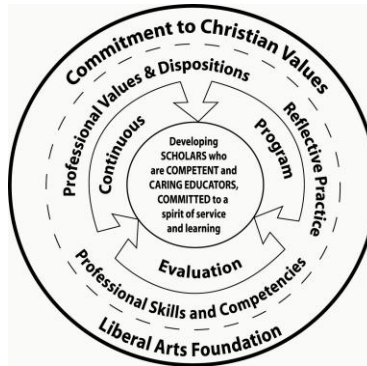
C O L L E G E

Live. Learn. Believe.

Research and Practice: Assessing and Facilitating Students' Literacy Development

EDU 562A
3 Credit Hours

Fall 2011
Dr. Angela J. Cox



006 Anderson Hall
Georgetown College

Instructor: Dr. Angela J. Cox

Class Meeting: Thursday 6:00-9:00pm

Phone: (502)-863-8155

Office hours: Thirty Minutes prior to class or Thirty Minutes after class
Additional Office Hours by Appointment

Email: Angela_Cox@georgetowncollege.edu

Prerequisite: EDU 516

Course Description: Course Description: The first of two practicum courses that require teachers to assess continuously the literacy development of individual students over two semesters and implement specific intervention strategies that address student's needs.

Course Rationale: This course is designed to present clinicians with an introduction to the field of diagnostic assessment intervention and research while simultaneously extending their knowledge of the literacy process so that their skills are sufficient to make decisions about appropriate tools and strategies for clinical assessment and instruction. To achieve these goals, clinicians will be encouraged to be reflective of current practices and to adapt and/or modify existing tools and methodologies to provide a good instructional match for each learner. Finally, this course will reflect the belief that the most important factor in effective assessment and instruction of literacy is the knowledge base and its application usage by the teacher. Therefore, clinicians will focus on the design and implementation of reading/literacy on-going assessment as needed for elementary, middle or high school, or adult individuals who have been identified as experiencing difficulty with reading and/or literacy skills.

Since this course is based on an interactive view of ability and disability, it offers an alternative to the deficit view that continues to predominate in the books and research in reading and writing disability. Deficit models suggest that the cause of reading or writing difficulties lies entirely within the reader. Instructional programs based on a deficit model focus primarily on what Sarason and Doris (1979) calls the "search for pathology" within the reader. In contrast, an interactive view suggest that reading or writing disability is a relative concept, not a static state, and that the problem often lies in the match between the learner and the condition of the learning situation. A focus on the process of evaluating the existing match and identifying an optimal match between the learner and the instructional context will be used throughout this course.

Text(s):

Lipson, M.Y. & Wixson, K.K. (2009). *Assessment and instruction of reading and writing difficulties* (4th Ed). NY: Allyn & Bacon.

Supplemental:

Woods, M.L., & Moe, A.J. (2003). *Analytical reading inventory* (7th Ed.). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

*Additional Articles and/or handouts provided by the professor

Assessment: Class requirements and scoring guides are aligned to the Following: IRA Standards, NCTE Standards, KY Teacher Standards and the Georgetown Conceptual Framework

Academic Expectations

The learner outcomes for students completing this course include:

- Graduate students will further develop an understanding of the literacy process to serve as a foundation upon which diagnostic decisions may be made for intervention.
- Graduate students will be challenged to develop a performance based understanding of the possible causes and correlates of literacy difficulties
- Graduate students will increase their ability to understand the issues relating to the diagnosis of less-able readers and the difficulties that these kinds of readers may encounter
- Graduate students will reflectively diagnose the literacy needs of students based on their strengths and challenges.
- Graduate students will demonstrate the ability to effectively plan an instructional intervention program based on the needs perceived in the diagnosis
- Graduate students will provide suggestions to colleagues and families to provide appropriate instruction for struggling readers

IRA Standards Exemplified by Students through EDU 562:

The standards include an abbreviated description, for descriptions of the standards see the International Reading Association website-www.reading.org

1.3 ,3.1 ,3.2 ,3.3 ,4.1 4.2 ,6.2

KY Teacher Standards- 2,5,7,8

CF- 1.2, 1.4, 1.6, 2.2, 3.1, 3.2

NCATE Standards

1.2,1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.1.1, 3.1.2, 3.1.4, 3.1.7, 3.2, 3.2.4, 3.2.5, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.4, 3.4.2,3.5, 3.6, 3.7.1, 3.9, 3.10, 3.12,4.1, 4.10, 4.11, 4.12, 4.12.1, 4.12.2, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8,4.9 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.13, 5.14, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 8.7, 9.1, 9.4, 10.6 , 10.13

KERA INITIATIVES

This course is designed to further enhance candidates' skills in teaching the various components of Reading included in the Kentucky Core Academic Standards at all grade levels, P-12. In this course, candidates build upon their foundational knowledge of reading instruction by assessing students' literacy achievement and designing intervention strategies for striving readers.

TOPICS

Steps in Conducting a Reading Diagnosis

Factors Impacting Literacy Acquisition

Personal History and Background Information

Parent Forms

Teacher Forms

School Release Form

Parent and Student Interviews

Peabody Picture Vocabulary Test

Informal Reading Inventory

Graded Word Lists

Graded Oral Reading Passages

Graded Silent Reading Passages

Listening Passage

Literacy Concepts

Qualitative Spelling Inventory

Writing Sample

Written Language Expression Checklist

Vision Screening

Auditory Discrimination Test

Sentence Completion Inventory

Report Writing

Reflection Statement

At the conclusion of this course, candidates are to post the major assessment for this course in their electronic portfolio. They then are to reflect in their electronic portfolio on how they benefited professionally from this course as it relates to their professional growth plan, the conceptual framework and Kentucky teacher standards, and their research plan for their culminating action research project.

How did this course inform your professional growth and leadership plan? You might consider the following questions.

- How did the experiences in this course help you to meet your professional goals as outlined in your plan?
- How did your professional practice change as a result of this course and/or related professional experiences?
- Did you revise your plan based upon these course experiences, and if so, how?

Relationship to Outcomes of the Curriculum- This course includes a Case study which serves as a major assessment for the MA-RWE program. Through this assignment,

candidates assess the literacy of a student and develop recommendations for literacy growth.

Tentative Course Calendar

EDU 562 section A

Fall 2011

Dr. Angela J. Cox

DATE	TOPICS & READINGS	ASSIGNMENTS DUE
Week 1 8/25	Face to –Face Meeting Course Overview	
Week 2- 09/01	Theory into Practice: Interactive View of Reading & Writing Lipson & Wixson, ch. 1, 2; Au, Chapter 1	
Week 3- 9/8	Face-to-Face Meeting Family/Cooperating Teacher Report Discussion	
Week 4- 9/15	Evaluating the Instructional Context: Getting Started with Assessment & Evaluating the Instructional Context <i>Discussion of family Report Interviews, Observations:</i> Lipson & Wixson, ch. 3, 4; 8 Au, Chapter 2, McKenna & Kear	Student Referral Form
Week 5- 9/22	Face-to-Face Meeting <u>Students' First Session</u> Reflections & Evaluations Evaluating the Instructional Context: Instructional Approaches & Task Settings & Resources; Lipson & Wixson, ch. 5, 6;	Family Interview Report Due

Week 6- 9/29	<u>Students' Second Session</u> Reflections & Evaluations Evaluating the Instructional Context: Informal Assessment: Running Records, Miscue Analysis, Authentic Assessment Measures <i>Word Recognition, Vocabulary, Comprehension; Running Records;</i> Lipson & Wixson, ch. 7, 9;	<i>s</i> Critique #1 due
Week 7- 10/6	Face-to-Face Meeting <u>Students' 3rd Session</u> Reflections & Evaluations Formal Assessment Lipson & Wixson, ch. 10	
Week 8- 10/13	<u>Students' 4th Session</u> Reflections & Evaluations <i>*Discussion of Case Report (Lipson & Wixson, pp. 646-654 Appendix A)</i>	Critique #2 due
Week 9- 10/20	Face-to-Face Meeting <u>Students' 5th Session</u> Reflections & Evaluations	
Week 10- 10/27	<u>Students' 6th Session</u> Reflections & Evaluations Case Report Q&A online	
Week 11- 11/3	Face-to-Face Meeting <u>Students' 7th Session</u> Reflections & Evaluations	
Week 12- 11/10	<u>Students 8th and Final Session</u> Reflections & Evaluations	
11/17	Face-to-face Meeting <i>Final Meeting with Cooperating Teacher and Parent(s) to discuss case report summary</i>	<i>First Case Summary Report due</i>

11/24	Resubmit case Study with Revisions by email	<i>Final Case Summary Due</i>

Course Requirements and Evaluations

Professionalism, Attendance, Participation, Collegiality (20 points)

Attendance at the face-to-face meetings and weekly electronic participation in class are mandatory! This also includes punctuality, participation, collegiality, effort, etc. More than one unexcused absence for the course may result in the lowering of your final grade.

If you miss a class you are responsible for the work missed. A formal doctor's excuse must be presented to the instructor for excused absences from class. A written excuse from the graduate student's supervisor (i.e. principal) is required for absences due to work obligations.

If the graduate student or their clinic student must be absent from a session for any reason, that session must be made up at a time that is convenient for both the graduate student and the clinic student. When making up a session, it is wise to do it as soon as possible rather than attempting to make it up at the end of the semester. As you may notice, by the end of the semester, it is certain that you will be busy with a number of assignments. Report all rescheduled clinical sessions to the instructor verbally and in writing. You must complete all the clinical sessions with your assigned student(s) to successfully complete the course.

Dropping the Course

When a student finds that it is necessary to drop the course, they must contact the Graduate Education Office. Dropping a course or failure to attend once a class has started will incur a portion of the tuition charge as well as a drop fee. The signature date of the Director of Graduate Education on the drop/add card is the date for cancellation of refund. Failure to complete the withdrawal process will result in a grade of "F" in the course and no refund.

Students may drop a course without a grade being assigned prior to **October 22, 2011**. After this date (midpoint of the course), faculty are required to submit a grade of "WP" (withdrew passing) or "WF" (Withdrew failing). A grade of "WF" will be calculated as an "F" in the student's GPA.

Required Readings

It is expected that you will read and reflect on all required readings prior to each specified

class listing on the course calendar. (See attached tentative course calendar for listings and dates.)

Assignments

It is expected that ALL assignments will be submitted on their due dates. Late assignments will be penalized 20% of their possible point value if submitted within two consecutive days of their due date. Further penalties will be assessed for assignments turned in beyond that point. During the semester a date will be announced in class stating the last day in which late work can be submitted for a grade in the course. This policy is instituted primarily to prevent students from becoming overloaded at the end of the semester.

It is expected that you will read and reflect on required course readings prior to each specific class session. Selected course readings will help you develop the knowledge and theoretical base needed for teaching diverse learners strategies for reading in the content areas. NOTE: All assignments will be graded for content and mechanics. All Clinic Reports and course assignments must be typed and meet the criteria given. Work that does not meet the criteria will not be accepted.

Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

Course Assignments and Evaluations

1. Critiques - (25 points each; 50 points total)

Since reading professionals are not necessarily experts on the technical or psychometric properties of formal and informal tests, they should be careful consumers of test information. The rationale of this assignment is to achieve the ability to be careful consumers of tests and assessments that may be used with students. Clinicians will critically evaluate TWO assessment instruments, (one formal, one informal) from these choices:

- A. Achievement test (e.g., CTBS, Peabody Individual Achievement Battery, The GRADE)
- B. Diagnostic test (e.g., Stanford, Woodcock Reading Master Test, TORC)

C. Informal test (e.g., IRIs, ARIs, QRIs, RMIs, QSI)

D. Language Arts & Related Areas tests (e.g., Peabody Picture Vocabulary, TOLD-2, TOWL-2, Metropolitan Readiness Test)

In the heading of your paper, identify the assessment area of each critique (e.g., A. *Achievement test*). These written evaluations should not exceed 5 pages, double-spaced, type-written pages per assessment instruments. The criteria guidelines for test evaluations can be found beginning on page 464 of Lipson, et. al. In addition to these listed guidelines, students should include reference lists of sources of information on tests and test reviews. (See criteria for evaluation.)

A key resource for this assignment: Buros Mental Measurements – found in the education library. A shortened list of reviews may also be available online at: <http://buros.unl.edu/buros/jsp/search.jsp>

There will be a class discussion focused on the topic of critically examining assessment information about possible sources for assistance with this assignment. The professor is always available for student inquiries.

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2. Case Summary Report - (100 points)

Clinicians will diagnose the reading development of a client and develop a case report based on data collected and synthesized for a coherent perspective of the client in literacy; and develop objectives for intervention to be used next semester. The case report will be double-spaced using 12 font type in a formal and professional style which will include observations of the client's strengths and challenges in literacy. (See criteria for evaluation.) See the Appendix. Further information will be provided by the professor.

Possible components for evaluation of this case report may include but are not limited to appropriate use of these assessments and their interpretations from informal and formal measures of attitudes, aptitudes, fluency and reading comprehension.

1. Garfield Reading Attitude Survey
2. Student Priorities Checklist
3. Literacy Interest Inventory
4. Running Records
5. Reading Miscue Inventory (RMI)
6. Analytic Reading Inventory (ARI)

7. Informal Reading Inventory (i.e., Graded Word Lists, Oral Reading Passages, Silent Reading Passages, Listening Passages and Comprehension Questions) (IRI)
8. Qualitative Reading Inventory
9. Print Awareness Inventory
10. Reading Comprehension Interviews
11. Story Retellings
12. Reading Activity Observations/Anecdotal Records
13. Fry Instant Word List
14. Dolch Word List
15. Writing samples
16. Achievement tests
17. Diagnostic tests
18. Language arts & related area tests
19. Qualitative Spelling Inventory (QSI)
20. Continuous methods of assessment with structured interviews
21. Informal interviews with student or parents (guardians)

3. Journal of Assessment Activity - (80 points) *STUDENT ENGAGEMENT with clients and their guardians*

Clinicians will maintain a journal of planned assessment activities for the eight 1 ½ hour sessions for "roaming in the known" with their clients. These journals will present:

- (1) a brief outline of the type of assessments to be used
- (2) a schedule for each clinical session with the child (e.g., objective, time-line, functional literacy activity, assessment, etc.)
- (3) purpose/rationale and hypotheses being developed related to the strengths and challenges of the client (see criteria for evaluation)

Following each assessment session, clinicians will record their observations and reflections in their journal of assessment activities. In recording these observations, clinicians should designate patterns they may see in the collected data and compile interpretations to develop diagnostic hypotheses. **The key factor in this section is to seek to identify what the client can do and what the client needs for further literacy development.** All areas of literacy, with an emphasis on comprehension of text, should be represented in the assessment. It will also be important to note the effect of reader, context and text factors on the client's performance. When planning assessment sessions, clinicians should be sure to consider all previous observations and use the activities in the

upcoming session to examine new concerns or re-examine areas of conflicting information.

The Journal of Assessment Activity should be electronically submitted to the professor on a weekly basis following each session. Comments by the professor will be given weekly in response to the assessment activity journal. The professor will either observe an assessment session in person or the clinician will provide an assessment session for submission. Clinicians will use these comments in their professional development as reflective tools in making decisions and changing inappropriate behavior or techniques. Failure to heed comments will result in a deduction of points for this assignment, but most importantly, such actions may hinder the success of future student services in the Clinic.

During the third session, graduate students will self evaluate using the form in the appendix of the syllabus as a checkpoint. This form can be consulted as a guide in the preparation of all journal entries.

5. Cooperating Teacher and Family Interview Report - (25 points each; 50 points total)

Prior to the first clinical session, each graduate student will be responsible for gathering data and interviewing their client's teacher and parents/guardians/family. Two class periods have been allocated to provide time for each graduate student to make arrangements on their own to meet with the client's teacher and family prior to the first clinical session.

Family Interview and Report

Whenever possible, this meeting should occur face to face, preferably as a home visit. Clinicians may also decide to meet with families at the school location. Clinicians will prepare a protocol of questions and topics in advance to discuss during the family meeting. Family members will be given the opportunity to describe their child's interests and personality. More importantly, they will share their child's literate behaviors, strengths and challenges. The graduate student should also inquire about the literate behaviors the child witnesses and participates in at home. The main purpose of this assignment is to establish a relationship with the child's family as a basis for the assessment process.

Cooperating Teacher Interview and Report

Prior to the first clinical session, graduate students are required to meet with the classroom teacher of the student who has been referred as a struggling reader. The purpose of the meeting is to gather qualitative and quantitative information about the

child's literacy behaviors. Prior to the meeting, the graduate student should develop a brief protocol to guide the discussion. Work samples as well as formal and informal assessment information can be collected. Graduate students should then submit the information in a 2-3 page narrative summary with a focus on the identified strengths and challenges and how this information will inform the first steps of assessment. The summary should be accompanied by the conference protocol outline signed by both the clinician and the cooperating teacher.

There will be no formal midterm or final examination for this course.

**Critique Criteria for Evaluation
(25 points)**

- * Appropriate guidelines for test evaluations (pg.. 464 in Lipson, et. al.)
- * Referenced lists of sources of information on tests and test reviews
- * APA style and format
- * Grammar/spelling/writing mechanics
- * Double-spaced and typed format

25-20 points

Appropriate use of guidelines
guidelines
Appropriate reference sources
sources
Appropriate APA style & format
Effective use of grammar/spelling...
Accurate analysis & evaluation
evaluation

19-10 points

Minimally adequate use of guidelines
Minimally adequate reference sources
Partial use of APA style & format
Adequate use of grammar/spelling...
Minimal/partial appropriate analysis

9 points or below

Inappropriate/inadequate use of
Inappropriate/inadequate reference
Inappropriate APA style & format
Poor grammar/spelling...
Inappropriate/poor analysis &

**Assessment Activity Journal Criteria for Evaluation
(80 points)**

- * Outlines the types of assessment used each session
- * Purposes (rationale) for choosing the types of assessment
- * Hypotheses for diagnosis that is being developed
- * Strengths and challenges observed and/or documented
- * Other observations and reflections of the assessment activities

<u>50-30 points</u>	<u>29-15 points</u>	<u>14 points or below</u>
Appropriate outlines	Minimally adequate outlines	Inappropriate/inadequate outlines
Appropriate purposes of assessment	Minimally adequate purposes	Inappropriate/inadequate purposes
Appropriate developing hypotheses	Minimally adequate hypotheses	Inappropriate/inadequate hypotheses
Appropriately identified strengths	Minimally adequately ID strengths	Inappropriate/inadequate ID strengths
Appropriately identified challenges	Minimally adequately ID challenges	Inappropriate/inadequate ID challenges
Appropriately reported reflections	Minimally reported reflections	Inappropriate/inadequately reported

Case Report Criteria for Evaluation (100 points)

- * Assessments from relevant informal and formal measures of attitudes, surveys, comprehension and skills strategies
- * Interpretations from single relevant informal and formal measures of attitudes, surveys, comprehension and skills
- * Appropriate synthesis of collected data from multiple types of relevant informal and formal measures of assessments
- * Development of objectives for intervention; recommendations for further action
- * Grammar/spelling/writing mechanics
- * Double-spaced and 12 font typed format

<u>75-50 points</u>	<u>49-26 points</u>	<u>25 points or below</u>
Appropriate assessments	Minimally adequate assessments	Inadequate/inappropriate assessments
Appropriate interpretations	Minimally adequate assessments	Inadequate/inappropriate assessments
Appropriate synthesis	Minimally adequate synthesis	Inadequate/inappropriate synthesis
Appropriate objectives	Minimally appropriate objectives	Inadequate/inappropriate objectives
Effective use of grammar/spelling	Minimally appr.use of grammar/spelling	Inadequate/inappropriate use of gr/sp
Appropriate type format	Minimally adequate type format	Inadequate/inappropriate type format

Family Interview Report (25 points)

- * gathers pertinent information from the family
- *Establishes a collaborative relationship with the family
- *Develops initial plan for assessment
- *Grammar/spelling/writing mechanics
- *12 point font/ double-spaced/typed format

<u>25-20 points</u>	<u>19-10 points</u>	<u>9 points or below</u>
Appropriate and thoughtful preparation for family interview	minimally appropriate preparation	No Evidence of Preparation
Appropriate review of information gained from interview	minimal review of information	Poor Review of information
Appropriate goals and recommendations	minimal goals and recommendations	Few goals with little connection
based on interview data		to family interview

Evaluation and Grade Assignment

Assessment will include written assignments, cognitive tests, performance events, as well as the ability to implement appropriate literacy assessment and analyze data to provide a diagnosis for the implementation of appropriate literacy intervention and instruction. The student must achieve minimum competency, otherwise the course must be repeated.

Final grade EDU 562 will be based on a 300 point scale:

Grade	Percentage	Points
A	93-100%	275-300
B	85-92%	249-274
C	75-84%	224-248
D	65-74%	195-223
F	64% or below	194 or below

Plagiarism Policy:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Student work may be checked using plagiarism detection software. For more information see: <http://www.indiana.edu/~wts/wts/plagiarism.html>

Academic Honesty Policy:

This course adheres to the Georgetown College Honors System as outlined in the *Graduate Student Handbook*. The following are considered infractions to the Honors system: cheating, plagiarism, lying, stealing and double assignments (using one assignment to fulfill requirements for two different courses). Any student found in violation of the Honors System will be subject to sanctions as outlined in the Handbook.

EDU 562 Appendix

Third Session Self-Evaluation

Diagnostic Observation Checklist/Evaluation

Georgetown College Literacy Clinic

EDU 562

Dr. Angela J. Cox

Clinician: _____

Location: _____

Date: _____

Agenda/Assessment	Effective	In Process	Needs Improvement
Planning & Preparation: <ul style="list-style-type: none">• Materials/equipment assembled beforehand;• Activities developed, procedures listed, assessment identified;			
Use of Assessment & Feedback: <ul style="list-style-type: none">• Selects appropriate assessment;• Correct/appropriate implementation of assessment procedures;• Appropriate interpretation of assessment data;• Gives clear directions, rephrasing when needed;• Uses wait time effectively;• Uses follow-up probes appropriately;			
Reading Components: <ul style="list-style-type: none">• Reads aloud to student a selection of interest;• Models a positive attitude toward reading;• Identifies/builds on student interests for reading activities & materials selected;			
Functional Reading:			

<ul style="list-style-type: none"> • Provides opportunities to read real-life materials for real purposes; • Has Sustained Silent Reading time (SSR); 			
Data/record keeping and future planning: <ul style="list-style-type: none"> • Quantitative and qualitative records are up to date; • Assertions/hypothesis (interpretative data) provided in weekly reflections; • Rationale provided for use of past assessment; • Rationale provided for future plans for assessment; • Student strengths and needs as a reader are identified in qualitative data; 			

Further notes/comments:

Initial Case Summary Report Format

Student's Name:

Age:

School:

Grade Level:

Date of Report:

Dates of Diagnostic Assessment:

Clinical Diagnostician:

Overview:

Reason for Referral

Background Information

Summary of Assessment Results

Reader Factors and Instructional Factors-

Related to: comprehension, word recognition, spelling,

vocabulary, phonemic awareness, background knowledge and motivation

Diagnostic Statements & Implications for Instructional

Suggestions and Recommendations

Clinician

Date

Dr. Angela J. Cox
Asst. Professor of Education
Georgetown College

Journal of Assessment Format

Clinical Session Planning & Reflection Outline

Student:

Grade: **Age:**

Date:

Session: (e.g., Diagnostic Session #2)

Clinician:

Objective:

Session Schedule:

Functional Literacy Activity:

Assessment (implementation, rationale):

Discussion of rationale, observations, hypothesis of student strengths & challenges, assertions:

Follow up plans:
